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ABSTRACT

Outlining an alternative to the basic English classes that segregate slower learning students from their peers, this booklet describes the English Skills Program for ninth graders at Parkway North High School in Creve Coeur, Missouri. Following an introduction explaining the origins of the program, the first two sections describe the program's history, philosophy, curriculum, and objectives (to enhance students' self-esteem, assist with basic skill development, prepare students for regular classroom work, and provide individual tutoring). Subsequent sections break down Parkway North's ethnic makeup, enrollment for English and English Skills classes, and the criteria for being recommended and admitted to the program: (1) low academic achievement in previous English classes; (2) reading scores below the 35th percentile; (3) a score lower than 3 on a reliable district essay, and (4) teacher/counselor/parent recommendation. There follows a compilation of students' comments about the program as well as student and parent questionnaire results. Student growth resulting from participation in the program is analyzed in the remaining section. The booklet concludes with teachers' suggestions for program improvement. An appendix includes formats for the questionnaires sent to students, parents, and teachers. (AEW)

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# REMOVING THE CASTE SYSTEM FROM ENGLISH CLASSES

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# THE ENGLISH SKILLS PROGRAM

"A teacher affects eternity: he can never tell where his influence stops."

Henry Adams
The Education of Henry Adams
Chapter 20 (1907)

Prepared by: Rosemarie Stocky
English / Reading Resource

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# INTRODUCTION

The key to academic performance, or performance in any field for that matter, is self-confidence, a desire to succeed, and a feeling of self-worth. So what happens to the student who begins ninth grade and finds himself going from one class to another with the same group of students who are all placed in basic classes, frequently referred to as "the dummy classes" or "the boneheads," especially by their peers? Gradually they become locked into the "basic" mold, with no place to go. They can never achieve above this basic level because they are not going to be exposed to the higher level skills. While there may be a few friends on top in their classes, more frequently the role models are students who have given up, or are discipline problems. Indeed, studies have shown the pros and cons of homogeneous grouping, but the purpose of the English Skills Program is to look at an alternative approach which strives to achieve the best of both worlds --heterogeneous grouping in regular English classes, and homogeneous grouping in separate skills classes.

Along with this alternative, we must consider a growing concern in the desegregation of our schools. When we divide the classroom according to academic achievement, is this not a subtle way of bypassing desegregation? In separating a class by achievement level, racial separation is likely to occur -- doing harm both socially and academically. Once the expectation levels are lowered in basic classes, and these continue through high school, what meaning lies in a high school diploma?

Following is a report on the English Skills Program at Parkway North High School. As a member of the English Department, I have worked closely in its planning and development. Having taught ninth grade English and Skills for two years, I have felt the satisfaction and understanding in seeing students grow in a nurturing atmosphere of learning and personal growth. Many years ago, nervously interviewing for my first teaching position in a Chicago suburban school, a principal asked me how I would feel teaching a class of "dummies." I asked him to refrain from such terminology and explained that some children simply learn slower than others. That has always been a part of my philosophy of education, a belief which guided me in chosing to begin my master's work as a reading specialist during that first year of teaching. Indeed, I believe in the skills program. Charged with the task of evaluating the English Skills Program, I have tried to summarize the results of various surveys and discussions as best as possible. The key ingredient is a concerned and dedicated team of teachers -- I've been working with the best!

## HISTORY OF THE ENGLISH SKILLS PROGRAM IN PARKWAY

During the 1981-1982 school year, English teachers and administration at Parkway Central Junior High School initiated a program in the ninth grade English classes. Basic students were scheduled into a regular English class and an additional class was set aside every other day for a teacher to help the student with his regular English teacher's classwork. Three major problems were identified at the end of the school year. First, it was recognized that a skills class with over 12 to 15 students was too large for effective help to be given. Second, the relationships, trust, and interaction that had been established with the regular classroom teacher was not enhanced because the student was not with his same regular classroom teacher. Finally, the skills teacher was responsible for knowiwng various materials and subject matters which were coming from a variety of teachers, and it was difficult for this outside teacher to know the expectaions of the regular teacher.

The 1982-1983 school year brought further commitment to the program at Central Junior High School. Enrollment in the regular English classes was kept to a maximum of 24 students and four to six basic level students were integrated into each regular class. Students were given their own regular English teacher for the skills classes. Students with more severe learning problems were given additional help from the Special School District teachers.

In the 1983-1984 school year, Parkway Central High School adopted the English Skills Program when the ninth grade class moved from the junior high to the senior high building. Although the staff endorsed the philosophy and practice of the program, a lack of commitment, little flexibility in scheduling, and an overload of basic level students in various regular classes, slowly dissolved the program. Had it proved successful, consideration was being given to extending the program to the tenth grade English classes in 1984-1985.

The English Skills Program was adopted at Parkway North High School during the 1984-1985 school year. As a pilot program, English Skills classes were established in the ninth grade, but there was concern that the lowest ability students would not be able to handle the curriculum,so a section of basic English remained. Having felt the success of the skills pilot program, staff and administration decided to structure a program for the 1985-1986 school year which would include both ninth and tenth grade students.

During the 1984-1985 school year, Parkway North High School abolished basic classes in English on the ninth and tenth grade levels. A team of ninth grade teachers continued development of the program. In the ninth grade, English teachers were scheduled to have the same students in skills classes as their regular English classes. However, to accomodate scheduling needs, tenth grade skills teachers did not necessarily have their own students from the regular English classes. Special School District Teachers worked closely with the skills teachers in developing supplementary worksheets and assisting in some skills classes.

During the 1986-1987 school year, the structure of the English Skills Program at Parkway North High School remained the same as the previous year. Concerns have developed, however, which have enabled the staff at Parkway North to take a closer look at the program, and structure an ideal situation for the 1987-1988 school year. Staff and administration support the concept of a team approach to both the ninth and tenth grade programs. This will enable all students in skills classes to be scheduled with their regular English teacher. Summer workshops are currently being planned to allow staff to further curriculum, especially in achieving development in a student's self-esteem. Parkway North High School has removed basic classes from English I and English II and maintains curriculum expectations for all students at these levels.

## PHILOSOPHY OF THE ENGLISH SKILLS PROGRAM

Some students learn slower than others. As they advance through the educational system they are frequently categorized and tracked. In essence, the philosophy of the English Skills Program at Parkway North High School is that students who are on a basic level of study skills and English reading and composition skills will learn more, and have greater self-esteem in a regular class environment, if they are provided with a tutorial system (skills class), rather than placement in a basic class. The objectives of the program are as follows:

1. To enhance a student's self-esteem and self-worth.

2. To assist with basic skill development in study skills, reading and writing skills.

3. To prepare students for their regular classroom work by giving them additional time with their regular classroom teacher.

4. To provide individual tutoring with the teacher and student peers to further clarify what has been presented in the regular classroom setting.

CURRICULUM -- The skills teacher concentrates on:

- Individual attention to studying, reading, and writing skills.

- Work covered during that day or week in regular English classes. Pre-reading or a general introduction into the materials being presented in the regular English class allows for better understanding.

- Homework -- check homework, review assignments with question and answers. This is not a homework/ study hall. Students are generally required to have the homework done.

- Previous work covered, ask questions, prepare for tests.

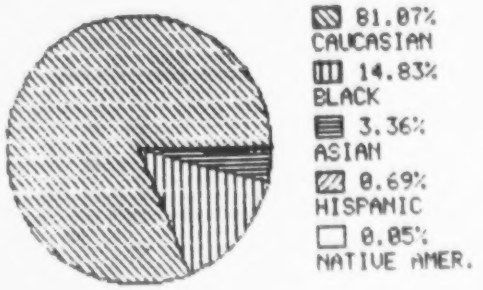
- Work missed due to absences.

- Supplementary assignments -- If a supplementary novel is assigned for outside reading in the regular English class, the skills class may choose to read the same novel together and discuss it.

## STUDENT POPULATION AT PARKWAY NORTH HIGH SCHOOL

North High School has a current enrollment of 1874 students. The approximate ethnic makeup of the student body is:

| | |
|---|---|
| 1519 | Caucasian |
| 278 | Black |
| 63 | Asian American |
| 13 | Hispanic |
| 1 | Native American |

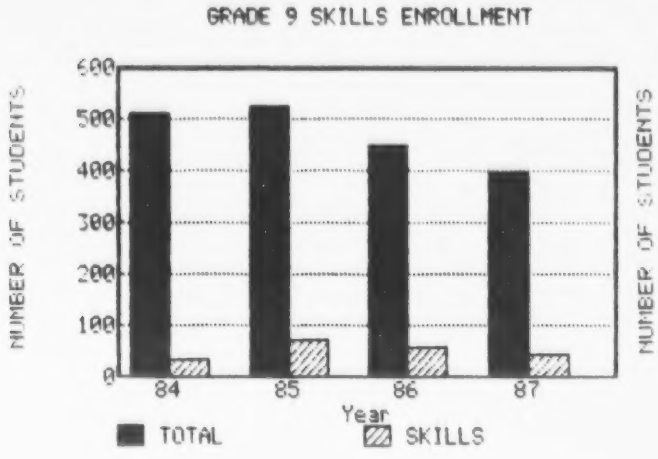


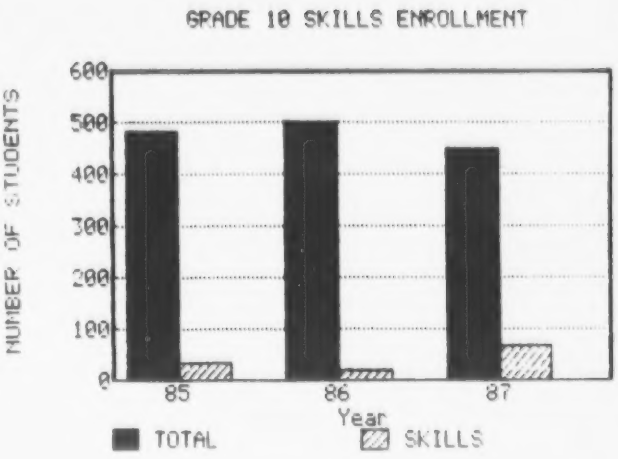

## STUDENT SCHEDULING

A major factor in the English Skills Program, and perhaps the most critical, is the student's desire to be enrolled in the program. English Skills is an elective, and although strongly recommended to various students, the choice is the student's. Students are recommended and admitted to the English Skills Program on the following basis:

1. Low academic achievement in previous English classes.
2. Reading scores below the 35% percentile.
3. A score of 0, 1, or 2 on a reliable and valid district essay.
4. Teacher/ Counselor/ Parent recommendation.

For the ninth grade skills classes, teacher recommendations are made at the junior high school level and verified with reading scores and grades by the reading resource specialist. A list of tenth grade students are offered for recommendation by the ninth grade teachers, and letters are sent home to parents to help prepare their child's registration.




ENROLLMENT FOR ENGLISH AND ENGLISH SKILLS CLASSES

1984-1985 School Year:

Grade 9 -- Class Size 511 -- 37 students enrolled in skills
12 students enrolled in basic

Grade 10 -- no English Skills classes available

1985-1986 School Year:

Grade 9 -- Class Size 524 -- 72 students enrolled in skills

Grade 10 -- Class Size 483 -- 38 students enrolled in skills

1986-1987 School Year:

Grade 9 -- Class Size 452 -- 58 students enrolled in skills

Grade 10 -- Class Size 501 -- 20 students enrolled in skills

1987-1988 School Year:

Grade 9 -- Class Size Projection 399 (does not include additional new-to-Parkway city students)
-- 46 students enrolled in skills

Grade 10 -- Class Size Projection 452 (registration incomplete at this time)
-- 69 students recommended

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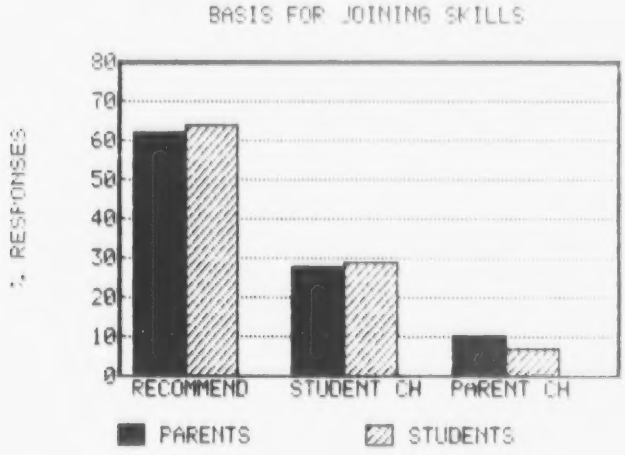
## STUDENT AND PARENT QUESTIONNAIRE RESULTS

As of second semester, 1986, 144 students had been enrolled in the English Skills program at Parkway North High School. Questionnaires were distributed to students during school, and 110 (76%) responded. Questionnaires were mailed home to the parents, with self-stamped, addressed envelopes for return. 37 (26%) of the parents responded.

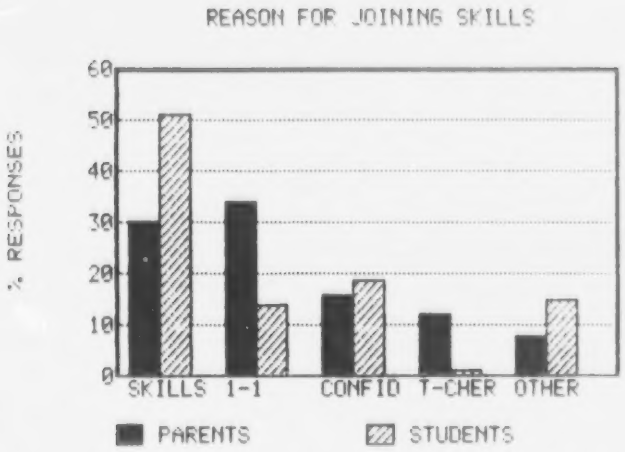
English Skills was elected on the following basis:

| | Parents | Students |
|---|---|---|
| Teacher/Counselor Recommendation | 62% | 64% |
| Student Choice | 28% | 29% |
| Parent Choice | 10% | 7% |




English Skills was selected for the following reasons:

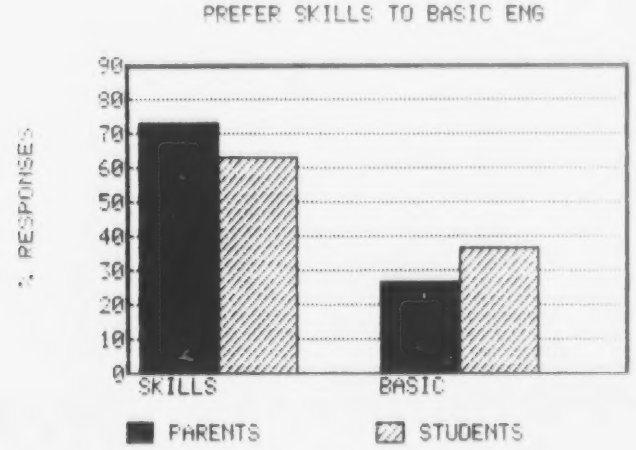
| | Parents | Students |
|---|---|---|
| Basic level of skills | 30% | 51% |
| Need for one-one learning | 34% | 14% |
| Help build self-confidence | 16% | 19% |
| Establish teacher rapport | 12% | 1% |
| Other | 8% | 15% |




73% of the parents preferred that their child be placed in a regular English class with skills, rather than in a basic class. 63% of the students preferred to be in a regular English class with skills, rather than a basic class.

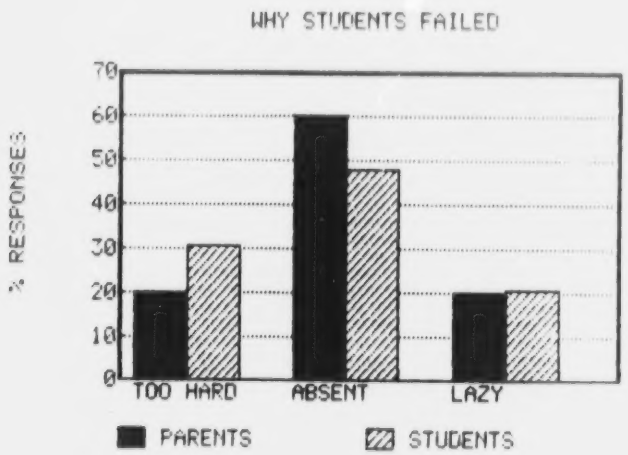
The parents who preferred a basic English class instead of the English Skills Program felt that the material was too demanding in the regular English class, and their child had difficulty keeping up with the class. Other comments centered around students losing interest in a double English class environment. Students with learning difficulties would find it difficult to succeed.

The students who preferred a basic English class instead of the English Skills Program felt it would be easier, less boring, and would not take away from their other elective choices.



According to the parent survey returns, 88% of their students found success in the English Skills Program. According to the student survey returns, 51% of the students found success in the English Skills Program. Those who failed the regular English class did so for the following reasons:

| | Parents | Students |
|---|---|---|
| Inability to handle the academic level of work | 20% | 31% |
| Excessive absences | 60% | 48% |
| Laziness or unwillingness to do the assignments | 20% | 21% |




Of those students passing the regular English class with skills, 60% of the parents felt that their child had received a higher grade because of the skills program. 56% of the students felt that they had received a higher grade because of the skills class.

73% of the students enrolled in the English Skills Program stated that they would recommend this program to a friend.

STUDENT COMMENTS:

Some student comments centered around the fact that although the class was at times boring and extra work, it was helpful because most of them were able to complete their work while the teacher was there, and they could get help them when they needed it. Because of the small class size, students felt they were given a lot of extra help, especially in their writing skills.

"It's very helpful because if you don't understand the material you've gone over that day, then it helps to get the extra help you didn't get in a regular class."

"It helped me to prepare for some tests."

"I learned how to work with my teacher better and I think it helped me in understanding what we were studying."

"Every time I was in class my homework was done and I understood the work."

"The skills class helped me in many ways. One, it gave me time to finish something in my other English class. Second, I was able to see my mistakes I had made in my other class."

"The class helped me A LOT! I feel that if I didn't take English skills, I would have failed."

"The teachers were there when you needed them. It was like having your own teacher to teach you the things about English."

"I enjoyed being in a skills class. It helped me a lot, but I was not put into a skills class for tenth grade, and for that reason I'm flunking English II. I know it's too late to be put into this class. Is it at all possible to take a skills class junior year?"

"I think it should be the student's choice if they want an English skills class or not...I thought the English skills class was a waste of the teacher's and my time because no one asked me if I wanted the class, I just got it..."

"Well, in selecting English skills you should be able to keep your assigned teacher. Last year I was forced to move to another English class in which the teacher and I didn't really get along."

"I feel that when your regular English teacher is the one who teaches you skills, you learn more and understand more and just get more out of it."

PARENT COMMENTS:

Parent comments centered around the fact that a regular English class plus skills enabled the students to understand the work more thoroughly, and helped specifically in their reading and writing skills.

"I understand there are not skills classes in junior and senior year. I am afraid that my son will have a very difficult time without them."

"My child experiences difficulty with written language i.e. expressing thoughts completely, sequentially, and with supporting details. She is now competent in these areas and earning average grades in English without additional support. I would be disapppointed to see the skills program discontinued."

"My child will try to get away with as little work as possible just to 'squeak by.' Skills forces him to do a little more. It is a good course. Hopefully it will help my child raise his own expectations of the quality of his English."

"My child did better with the help of the skills class last year, compared to the grades he's making this year without it."

"I was very concerned that he would not be able to handle the English literature, etc., but so far the skills class has made him successful."

"I don't believe my daughter would have done as well without the skills class. She definitely needed extra emphasis on the reading comprehension and writing skills side."

Negative comments from parents centered around personality conflicts between teacher and student. One other specific comment regarded the repetition of work as being boring for the student.

"A repetition of the English class for skills, is not only boring for the student, the child loses interest. A basic student needs to increase interest, not lose it. One English class (basic) a day is plenty."

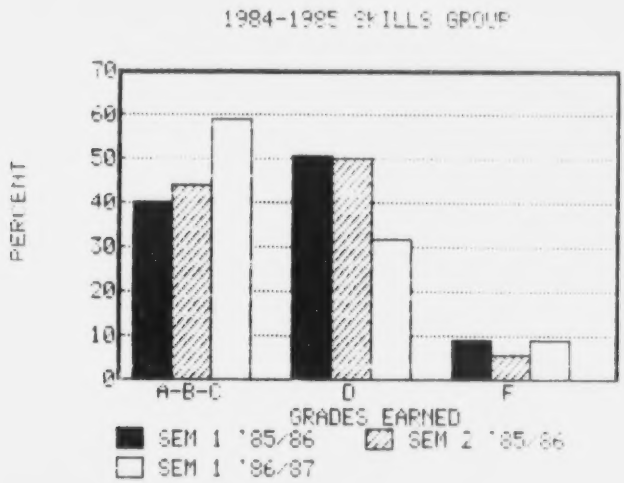
## FOLLOWING STUDENT GROWTH

On the secondary level, student growth is measured by success in the classroom. It is only with a passing grade that a student earns credit for a course and is able to continue earning credit toward a diploma, the recognition of successful completion of academic requirements. The success of the English Skills program must therefore be based on the fact that a student has been able to progress through grade level expectations --learning more, understanding more, and developing skills to compensate for his deficencies. While the students are finding a greater challenge in course content, they are also being guided by an English teacher in a tutorial setting in the skills classroom. Even so, enrollment in a skills class does not guarantee a passing grade. The student must still perform at class level and complete the required assignments. As noted on the results from the questionnaires, students who are lazy and have frequent absences are not going to pass. Through the skills class, many students improve their self-confidence sufficiently so that they are less prone to miss class out of fear of failure. Certainly, we do these students a disservice in offering a "watered down" curriculum in basic classes.

But growth and success cannot be based only on grades and an objective scale. As many of the skills teachers have noted, they also work with the individual growth of the student, his feeling of self-worth and self-esteem. For many of these students the fact that they are in a regular English class rather than "dummy English," or that they know the answers and can raise their hands in a classroom of their peers is progress. For many of these students, earning a grade of "D" and knowing that they have been challenged with grade level materials and succeeded as best they can, is success. Most of the students have welcomed the individual attention and tutoring as a process of building their skills and they, as well as their parents, appreciate the opportunities this program has afforded them.

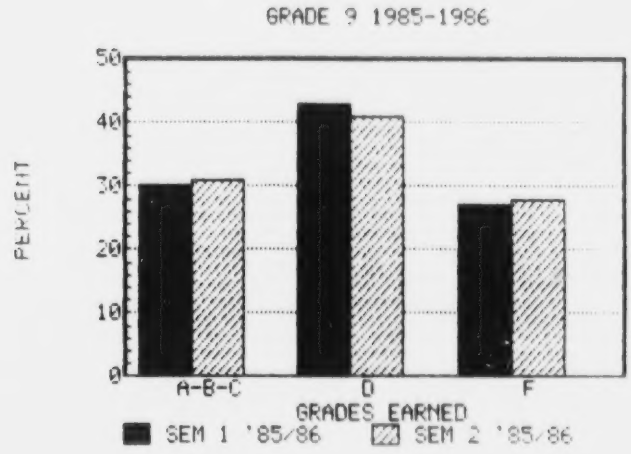
The survey of grades which follows reflects a program of growing and learning. It is from a review of English grades, the objective tool reflecting student performance, that we can further understand the needs as we proceed in building the skills program. A closer look at the tenth grade program, for example, has shown the importance of having the same English teacher as skills teacher. A commitment from staff and administration will allow the tenth grade program for the 1987-1988 school year to be structured as the ninth grade program, the student having the same teacher for English and Skills.

There were originally 30 ninth grade students in the English Skills Program during its first year in 1984-1985. As was mentioned earlier, 12 students were enrolled in a basic section. During the 1985-1986 school year, most of these students continued in the skills program as tenth graders. Basic classes no longer existed on the ninth and tenth grade levels in 1985-1986. Now in the 1986-1987 school year, these students are currently juniors, except for eight students who have transferred to a vocational school or have moved out of the district. 59% of the group that continued through skills are now earning a grade of "C" or higher in their junior year, 32% passed with "D" grades, and 9% failed.

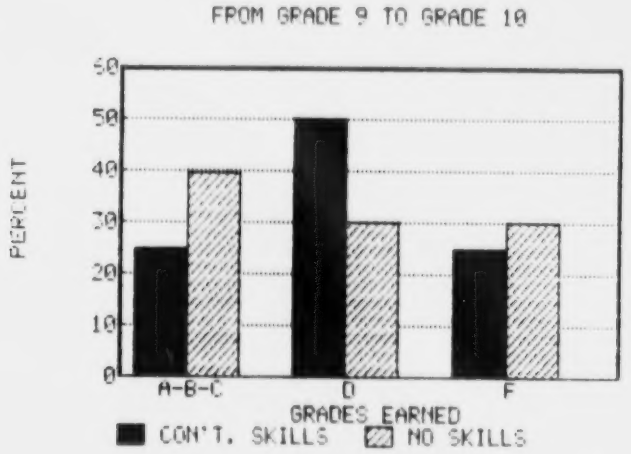



The other group of students which needs to be examined are the 72 students who enrolled in English Skills as ninth graders during the 1985-1986 school year. This group represented 14% from a class enrollment of 524. This was the first year there that no basic classes were offered in ninth and tenth grade English classes.

| | Sem 1 '85/86 | Sem 2 '85/86 |
|---|---|---|
| Students earned a "C" grade or higher | 19 | 18 |
| Students passed with a "D" | 27 | 24 |
| Students failed | 17 | 16 |
| Students dropped the skills program, transferred to a vocational school, or moved out of the district | 9 | 14 |




Of the skills students who passed English in the ninth grade, as tenth graders during the 1986-1987 school year, only twelve students chose to take English Skills. Part of the decline in enrollmenet has been attributed to a difference in program structure in the ninth and tenth grades. Instead of the student having the same English teacher and skills teacher as in the ninth grade, in tenth grade the skills teacher could be another English teacher. In addition, some of the students who did not continue with skills in the tenth grade were secure and confident in having brought up their skills as a result of the ninth grade program, and did not choose to take skills in the tenth grade. Of those twelve students who continued to take skills during their first semester of tenth grade English, three students earned a grade of "C" or higher, six students passed with a "D", and three failed. Many of the students who did not continue in skills also showed that they could maintain grades of "C" or higher.

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## CONCLUSIONS

Parkway North High School maintains curriculum expectations for all students through the English Skills Program in English I and English II. This program has allowed students who might otherwise have been placed in basic English classes to improve their study skills, and reading and writing skills, while learning material at their grade level. For those borderline students who may have been placed in basic classes, without having the opportunity to be in a regular class, they have had the opportunity to gain the self-respect of their peers, model behavior and learning, and build the skills necessary to succeed in regular classes.

The English Skills Program allows the students who are below grade level in study skills, and reading and writing skills, to have the opportunity to work individually with the teacher and in small groups with their peers. The majority of students succeed in this learning environment. The individual contact with the students allows the teacher to work more closely with Special School District teachers and parents. Many of the students who would otherwise not complete assignments, are willing to try because of the skills program. Those students who fail do so because of excessive absences and laziness. It is questionable as to whether these students would have succeeded in even a basic class.

The English Skills Program has been accepted by the students and parents as a better alternative to basic classes. 73% of the students who have been in skills would recommend the class to their friends.

Those teachers who have taught in the English Skills Program realize that a successful program must include the following:

--A limited enrollment in the regular English classes to a maximum of 24 students.

--A limited enrollment in the English Skills classes to a maximum of 10 students.

--The students must be scheduled to have the same English teacher for their regular English class and skills.

--The students in the skills classes must be enrolled as evenly as possible in all of the teacher's regular classes so that a concentration of low ability students is not in the same regular English class.

--The staff assigned to teach the English Skills Program must feel a commitment to working with the personal growth, as well as the academic learning of the student.

# APPENDIX

Parkway

NORTH HIGH SCHOOL

12860 FEE FEE ROAD • CREVE COEUR, MISSOURI 63146
Phone: (314) 851-8300

DON HUGO - *Principal*

Dan Natale - Associate Principal
Jay Fortner - Assistant Pnncipal
Herschel Nell - Assistant Principal

March 3, 1986

Dear Parents:

Your child is currently enrolled, or has been enrolled, in an English Skills class on the ninth or tenth grade level, perhaps both. The philosophy behind the English Skills Program at Parkway North High School is quite simple: Students who are on a basic level of English reading and composition skills will learn more and have greater self-esteem in a regular class environment, if they are provided with a tutorial system (Skills Class), rather than placement in a basic class. During the 1984-1985 school year, English Skills classes were established on the ninth grade level with some students still enrolled in a basic class. During the 1985-1986 school year, there were no basic English courses on the ninth and tenth grade level. Students needing more time or training to complete the required assignments in a regular English class have been enrolled in Skills classes. Your child has received elective credit, and has been given a tutoring class which hopefully helped him/her achieve success in a regular English class.

We are asking for your help in evaluating the English Skills program. Please take a few minutes to answer the questions, and comment on how well your child has fared in the ninth and/or tenth grade English classes. A return envelope has been provided for your convenience. If you have any questions, please call me at 851-8342.

Thank you for your time and cooperation. It is with your help that we can provide the best possible English education at Parkway North.

Sincerely,

Rosemarie Stocky

Rosemarie Stocky
English Department

QUESTIONNAIRE FOR PARENTS OF STUDENTS ENROLLED IN ENGLISH SKILLS CLASSES

1. In which English Skills class has your child participated? Please indicate all semesters that are applicable.

Ninth Grade, 1984-1985 school year

_____ first semester

_____ second semester

_____ both semesters

Ninth Grade, 1985-1986 school year

_____ first semester

_____ second semester

_____ both semesters

Tenth Grade, 1985-1986 school year

_____ first semester

_____ second semester

_____ both semesters

2. On what basis did your child select English Skills? Choose as many as apply.

_____ teacher/counselor recommendation

_____ student choice

_____ parent choice

3. From the list below, please indicate the main reasons for your child taking an English Skills class. Choose as many as apply.

_____ low skill level in reading and composition

_____ need for a one-to-one learning experience

_____ to help build self-confidence

_____ to establish a rapport with a teacher

_____ other, please comment

4. Do you feel your child should have been placed in a basic English class rather than in a regular English class plus a skills class?

_____Yes _____No

If you answered "yes," please comment as to why you feel a basic class would be more beneficial.

5. Did your child find success in a regular English class?

_____Yes _____No

6. If your child failed the regular English class, please indicate why you feel this occurred.

_____ inability to handle the academic level of work

_____ excessive absences, whether excused or unexcused

_____ laziness, failure to do assignments

_____ other, please comment

7. If your child passed the regular English class, do you feel he/she received a higher grade, or about the same grade, because of the skills class?

_____ higher grade _____same grade

8. Please comment on any aspects of the English Skills Program that were not covered in the previous questions.

March 1, 1986

Dear Students:

Since you are currently enrolled, or have been enrolled in an English Skills class, we need your help! During the 1984-1985 school year, English Skills classes were established on the ninth grade level. During the current 1985-1986 school year, there were no basic English courses in the ninth and tenth grades. We have provided English Skills classes for you, giving you more time or training to complete the required assignments in a regular English class. It is now time for you to evaluate this program. With your help we can provide the best possible English education at Parkway North.

Please answer the following questions. Your comments are very important, so please don't rush to complete this questionnaire without careful thought.

Thanks for your help!

Mrs. Stocky

QUESTIONNAIRE FOR STUDENTS ENROLLED IN ENGLISH SKILLS CLASSES

1. In which English Skills class have you participated? Please indicate all semesters that are applicable.

Ninth Grade, 1984-1985 school year

_____ first semester

_____ second semester

_____ both semesters

Ninth Grade, 1985-1986 school year

_____ first semester

_____ second semester

_____ both semesters

Tenth Grade, 1985-1986 school year

_____ first semester

_____ second semester

_____ both semesters

2. On what basis did you select English Skills? Choose as many as apply.

_____ teacher/counselor recommendation

_____ student choice

_____ parent choice

3. The list below indicates some reasons which have been given for the selection on an English Skills class. What was your main reason for taking an English Skills class? Choose as many as apply.

_____ low skill level in reading and composition

_____ need for a one-to-one learning experience

_____ to help build self-confidence

_____ to establish a rapport with a teacher

_____ other, please comment

4. Do you feel you should have been placed in a basic English class rather than in a regular English class plus a skills class?

_____Yes _____No

If you answered "yes", please comment as to why you feel a basic class would be more beneficial.

5. Did you find success in a regular English class?

_____Yes _____No

6. If you failed the regular English class, please indicate why you feel this occurred.

_____ inability to handle the academic level of work

_____ excessive absences, whether excused or unexcused

_____ laziness, failure to do assignments

_____ other, please comment

7. If you passed the regular English class, do you feel you received a higher grade, or about the same grade, because of the skills class?

_____ higher grade _____same grade

8. Would you recommend an English Skills class to a friend?

_____ Yes _____ No

9. Please comment on any aspects of the English Skills Program that were not covered in the previous questions.

To: All English Teachers, Grades 9 and 10

From: Rosemarie Stocky

Re: Evaluation of the English Skills Program

I am currently evaluating the ninth and tenth grade English Skills program. I need your input. You have worked with the students on a daily basis and are the true judges of their success or failure. Please take time to answer the following questions and return them to me as soon as possible.

1. Do you feel that there should be a basic class offering on the ninth and tenth grade level?

____ Yes ____ No

Please comment on your response.

2. What are the main reasons for a student failing your class? Please list these in numerical order, 1 being the primary reason for student failure.

____ low skill level in reading and composition

____ excessive absences, excused or unexcused

____ laziness, failure to do assignments

____ other, please explain

3. Describe the purpose of the English Skills program as you see it.

4. Do you feel that a student who has a tendency to be a discipline problem will behave more appropriately in a regular class than in a basic class?

____ Yes ____ No

5. What percent of the students with discipline problems are also the students with low academic ability?

_____ percent

6. What percent of the students with discipline problems are also the students with low self-esteem?

_____ percent

7. On what basis do you feel a student should be recommended for a Skills class. Please be specific.

To: All Special School District Teachers

From: Rosemarie Stocky

Re: Evaluation of the English Skills Program

I am currently evaluating the ninth and tenth grade English Skills program. I need your input. You have worked with the students on a daily basis and are the true judges of their success or failure. Please take time to answer the following questions and return them to me as soon as possible.

1. Do you feel that there should be a basic English class offering on the ninth and tenth grade level?

_____ Yes _____ No

Please comment on your response.

2. Generally, what are the main reasons for a student failing English class? Please list these in numerical order, 1 being the primary reason for student failure.

_____ low skill level in reading and composition

_____ excessive absences, excused or unexcused

_____ laziness, failure to do assignments

_____ other, please explain

3. Describe the purpose of the English Skills program as you see it.

4. Do you feel that a student who has a tendency to be a discipline problem will behave more appropriately in a regular class than in a basic class?

_____ Yes _____ No

5. What percent of the students with discipline problems are also the students with low academic ability?

_____ percent

6. What percent of the students with discipline problems are also the students with low self-esteem?

_____ percent

7. On what basis do you feel a student should be recommended for a Skills class. Please be specific.